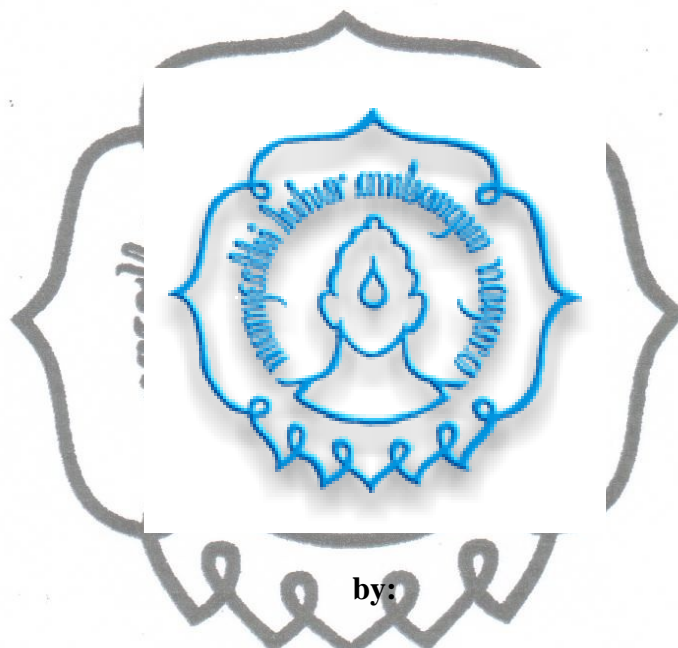


THESIS
IMPROVING STUDENTS' SPEAKING PROFICIENCY THROUGH
PAIRED STORYTELLING

**(A Classroom Action Research at the Eleventh Grade Students of
SMK Bhinneka Karya in the Academic Year 2008/2009)**



by:
ERIVIANA GARNIS WHALESI
K 2204027

**Submitted to Graduate School of Sebelas Maret University
as Partial Fulfillment of Requirements in English Department**

ENGLISH DEPARTEMENT OF TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2010

commit to user

ABSTRACT

Eriviana Garnis Whalesi. K 2204027: “IMPROVING STUDENTS’ SPEAKING PROFICIENCY THROUGH PAIRED STORYTELLING” (A classroom Action Research at the Eleventh Grade Students of SMK Bhinneka Karya IN 2008/2009 ACADEMIC YEAR). A Thesis. Teacher Traipning and Education Faculty, Sebelas Maret University. Surakarta. 2010.

The objectives of this research are (1) to identify whether or not and to what extent Paired Storytelling improved students’ speaking proficiency, and (2) to analyze the situation when paired storytelling is implemented in the speaking class. The problem highlighted in this research is the low speaking proficiency of the eleventh grade of SMK Bhinneka Karya Surakarta in 2008/2009 academic year.

The procedure of the research consists of planning, action, observation, and reflection. In collecting data, the writer uses as follows: researcher’s diary, interview with the English teacher, students’ speaking tests. And the researcher use photograph, field note, and lesson plan as her documents. The test consists of pre-test, post test 1 and post test 2. The research is applied in two cycles. First cycle consists of three meetings and the second cycle consist two meetings.

The results of the research show that paired storytelling can improve the students’ speaking proficiency. It can be seen from the result of pre-test, post test 1 and post test II. Score of the pre - test show that the mean of pronunciation is 2.83; mean of grammar is 2.5; and mean of vocabulary is 2.5. Score of the post test 1 show that the mean of pronunciation is 3.86; mean of grammar is 3.58; and mean of vocabulary is 3.6. Score of the post test 2 shows that the mean of pronunciation is 3.89; mean of grammar is 4.22; and mean of vocabulary is 4.33. Paired storytelling can implement in speaking class it shows as follows: a) the class situation more life and fun; b) there were interaction between student–student and teacher–student; c) the students are more active and enjoy the lesson; d) students’ self–esteem increase, they are not shy again when perform forward in the class; e) students’ speaking proficiency improved.

At the end of this research, the result of the observation can improve students’ speaking proficiency and the class is more active and life. The researcher hopes that English teacher can use this technique to teach in speaking class. And this thesis can be a reference for the English teacher to know the way of paired storytelling technique.

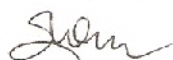
APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University.

On :

By :


First Consultant



Dra. Dewi Rochsantiningsih, M.Ed, PhD

NIP 19600918 198702 2 001

Second Consultant



Drs. Handoko Pudjobroto

NIP 19581026 198803 1 001

LEGALIZATION

This thesis has been examined by the board of thesis examiners and approved as a fulfilment of the requirements for obtaining undergraduate degree in English Education.

On :

Date :

The Board of Thesis Examiners:

No	Examiners	Name
1	Chairman	<u>Teguh Sarosa, S.S. M.Hum</u> NIP. 19730205 200604 1 001
2	Secretary	<u>Dewi Sriwahyuni, S.Pd., M.Pd</u> NIP. 19780818 200312 2 002
3	Examiner 1	<u>Dra. Dewi Rochsantiningsih, M.Ed, PhD</u> NIP. 19600918 198702 2 001
4	Examiner 2	<u>Drs. A. Handoko Pudjobroto</u> NIP. 19581026 198803 1 001

Signature
.....
.....
.....
.....

**Teacher Training and Education Faculty
Sebelas Maret University
The Dean**

**Prof. Dr. M. Furqon Hidayatullah, M.Pd
NIP. 19600727 198702 1 001**

MOTTO

- God always with me -



commit to user

DEDICATION



This thesis is dedicated to:

- ♣ My beloved father and mother
- ♣ My sisters and brother
- ♣ Icha and Nouval

commit to user

ACKNOWLEDGEMENT

The greatest gratitude is to Jesus Christ who always gives His blessing in finishing this thesis. In the process of her study, she received support, contribution, and assistance from many people. Thus, there are honorable people that are important to the write. She can only express her gratitude to:

1. The Dean of Teacher Training and Education Faculty Sebelas Maret University Surakarta for approving this thesis.
2. The Head of Art and Language Education Department and Head of the English Department of Teacher Training and education Faculty who has given their permission to write this thesis.
3. Dra. Dewi Rochsantiningsih, M.Ed, PhD as the first consultant, for her guidance, support, advice and patience in finishing this thesis.
4. Drs. A. Handoko Pudjobroto as the second consultant, for her guidance, support, advice and patience in finishing this thesis.
5. Drs. Sri Wahyoto as the Headmaster of SMK Bhinneka Karya Surakarta for facilitating the writer to collect the data.
6. My family, especially my father, my mother and my Didic who always support and pray in finishing this thesis.
7. The English teacher and the students at 11th grade in SMK Bhinneka Karya Surakarta.

I realized that this thesis is far from being perfect and there are always rooms for improvement. Therefore, I would like to accept any suggestion and criticism for the improvement this thesis. Hopefully this thesis will be useful for all readers.

Surakarta, May, 2010

Eriviana Garnis Whalesi

commit to user

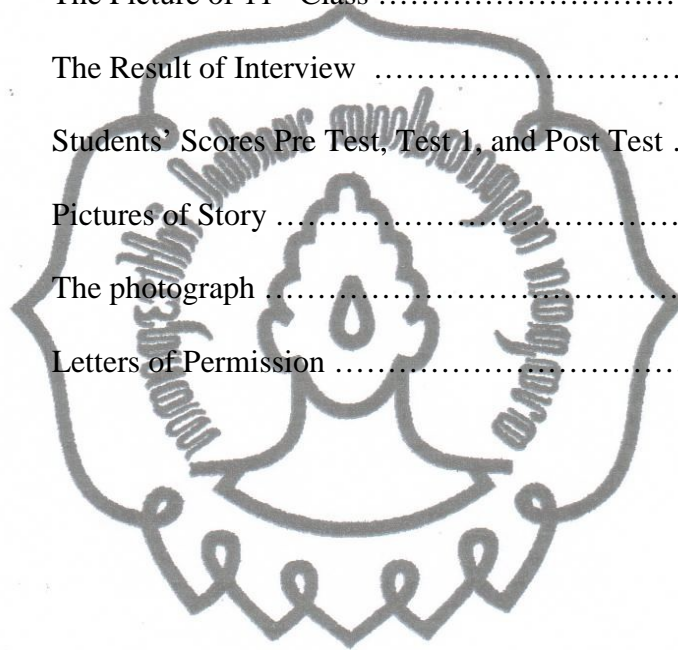
Table of Content

TITLE	i
ABSTRACT	ii
APPROVAL	iii
LEGALIZATION	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF APPENDICES	x
LIST OF TABLES	xi
LIST OF PICTURES	xii
CHAPTER I INTRODUCTION	
A. Background of The Study	1
B. Problem Statement	5
C. Objective of The Study	6
D. Benefits of The Study	6
CHAPTER II LITERATURE REVIEW	
A. The Nature of Speaking	
1. The Definition of Speaking	8
2. The Skill in Speaking	10
3. The Features of Speaking	11
4. The Kinds of Speaking	13
5. The Concept of Teaching Speaking	14
6. The Principle of Teaching English to Children	21
B. The Nature of Speaking Proficiency	
1. The Definition of Speaking Proficiency	25
2. Levels In Speaking Proficiency	26

C.	The Nature of Storytelling	
1.	The Definition of Storytelling	27
2.	Criteria for selecting Storytelling	27
3.	The Important of Storytelling	30
D.	The Nature of Paired Storytelling	
1.	The Definition of Paired Storytelling	34
2.	Ways of Paired Storytelling	35
3.	Benefits of Paired Storytelling	38
CHAPTER III RESEARCH METHODOLOGY		
A.	Context of the Result	40
B.	Research Method	
1.	The Definition of Action Research	40
2.	The Model of Action Research	42
3.	The Procedure of Action Research	43
4.	Technique for Collecting data	49
5.	Technique for Analyze Data	51
CHAPTER IV RESULT OF THE STUDY		
A.	Process of the Research	52
B.	Result Findings and Result Discussion	75
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION		
A.	Conclusion	85
B.	Implication	87
C.	Suggestion	89
BIBLIOGRAPHY		91
APPENDICES		93

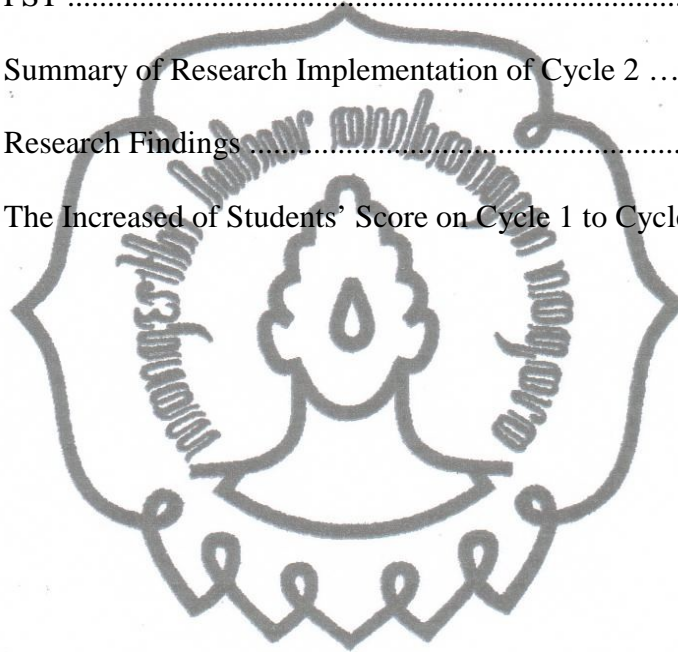
List of Appendices

Appendix 1	Field Notes	94
Appendix 2	Researcher's Diary	104
Appendix 3	Lesson Plan	106
Appendix 4	The Picture of 11 th Class	117
Appendix 5	The Result of Interview	118
Appendix 6	Students' Scores Pre Test, Test 1, and Post Test	119
Appendix 7	Pictures of Story	125
Appendix 8	The photograph	131
Appendix 9	Letters of Permission	134



List of Tables

Table 4.1	The Summary of Process of the Research	53
Table 4.2	Summary of Research Implementation of Cycle 1	56
Table 4.3	The Differences Classroom Activities Before and After Applying PST	67
Table 4.4	Summary of Research Implementation of Cycle 2	67
Table 4.5	Research Findings	76
Table 4.6	The Increased of Students' Score on Cycle 1 to Cycle 2	78



List of Pictures

Picture 1	The Picture of 11 th Class	115
Picture 2	Pictures of story “I am a Spiderman”	123
Picture 3	Pictures of story “Spiderman Saves the Day”	127
Picture 4	Photograph	130



CHAPTER I

INTRODUCTION

A. Background of the Study

English as a lingua franca has been used by people in different countries and different languages as a means of communication. In order to educate Indonesian people have a good competence in using English as a means of communication, Indonesia government has included English as a foreign language which needs to be studied at schools or colleges.

The importance of English is more obvious since it has been widely used as an international language in which many communities in many countries use it in everyday aspect of human life, such as communication, economics, education, science and technology (Huebener, 1965: 2). Some countries whose official languages are not English use it as a second or third language. In Indonesia, English is the first foreign language which must be taught as a compulsory subject starting from Junior High School level until University level, although many elementary school teachers start to teach English to their students. Nearly all of them argue that if English is taught to their students earlier, students will get better English proficiency.

As a foreign language, there are a lot of problems in the teaching and learning process of English classes. From the result of the pre – observation, there

were a lot of many problems in the process of teaching and learning English. The problems arose both from the students and also the teacher. The problems faced by the students are: 1) difficult to pronounce words correctly. They pronounced words as the written form, 2) difficult to produce grammatical sentences. They cannot choose the right words when they wanted to say or write something. For example “*Spiderman can wolk, jump, and help people*” it should be, “*Spiderman can walk, jump, and help people*”, 3) difficult to use variety of words so they cannot speak English clearly.

The problems also found in the class, the, the difficulties can also be seen in other situation class: 1) they are not active during the lesson. 2) some of them do non academic such as: some of them write of SMS (Short Message Service) or play their phone, chatting, facebook, speak with sitting next to the students, they do their homework from the other lesson, 3) they reluctant when they practice speaking in the class.

Some reasons may cause those: the technique used by the teacher is not interesting. The teacher used monotonous technique. She asked the students to read the books individually. Then, she asked the students to speak up. She keeps on doing this in every lesson. These causes the students to be bored in joining the lesson which automatically make them pay less participation in learning English. Because there was no variety method used by the teacher.

Speaking is a complex cognitive skill which requires the speakers' ability in formulating their speaking involving the reception and production skills in which demands intelligibility, accuracy, appropriateness, and fluency in its process. The problems faced by the students make their speaking ability low. They have no bravery to speak up because they have low self – esteem. The students lazy to learn English in the class and they think that English is the annoyed lesson, as the other people. The students must be able to be a good students especially in English lesson because as we know that English is the international language and English will be the important thing when they want to apply for job so the students must learn more to speak in the class or in the other places. The aim of learning English in high school especially in Vocational High School (SMK) especially engineering program is to communicate either in oral or in written and to comprehend the text based the students' skill and stated in Garis-Garis Besar Program Pendidikan dan Pelatihan (1999:8) the following:

Materi pembelajaran Bahasa Inggris Bertujuan agar siswa mampu: (1) Menggunakan Bahasa Inggris untuk berkomunikasi sederhana secara lisan maupun tulisan. Misalnya: menjalankan perintah lisan maupun tulisan, membuat laporan lisan dan tulisan yang sederhana atas sesuatu situasi tempat kerja (2) Memahami wacana Bahasa Inggris yang sesuai dengan keahliannya antara lain berupa manual, booklet, chart dan sebagainya.

To solve the students' problems in speaking proficiency, the English teacher should be able to understand and select the appropriate language teaching approach to her students. This is very important because a language teaching approach gives many influences for everything that she does in her classroom.

This is in line with Brown (1994: 74) who says that an approach or theory of language and language learning takes great importance. The approach to language teaching methodology is the theoretical rationale that underlines everything that teachers do in the classroom.

If the high school teachers can understand and implement the appropriate teaching approach for their language teaching methodology, there is no statement that the students' problem in speaking proficiency cannot be solved.

One of the language teaching approaches which can be implemented to solve the Vocational High School students' problems in speaking proficiency is Paired Storytelling. Paired Storytelling is one of the techniques to teach students with the story and read the story with their partners not individually. Paired storytelling taken to be an implemented in Vocation High School in SMK Bhinneka Karya because it has several advantages using this technique, such as: 1) the students learn the story with his partner, the teacher has a lot of time to teach the other lesson, the students more bravery to speak in front of the class. Anita Lie (1993) says that paired storytelling can help the students to understand the story and paired storytelling is the effective method in communicative. 2) In paired storytelling, the students work or discuss the story then they speak in front of the class with their partner, so the students can learn more easily in speaking class because they learn with their partner not individually, 3) Paired Storytelling can increase students' motivations that they enjoy their activity. Beside the

students learn in the class, the students can pour their ideas in their group. Moreover the class situation is more active because all of the students participate in the class. Paired Storytelling creates an interesting situation for the students. And the interesting situation can make the students motivated to learn. Once they are motivated, the lesson will be absorbed easily.

With this method the researcher believe that the students in Vocational high School interest in English teaching and learning because with this method the students more active in class especially speaking class, the students have the good pronunciations and have a lot of vocabulary also the students can use the right words when they want to say or write some things and for the teacher, she can improve her knowledge and the teacher can teach the students to speak more.

B. Problem Statement

In this study, the writer investigating to know the speaking proficiency of the eleventh grade high school students of SMK Bhinneka Karya Surakarta after being taught by using Paired Storytelling. Based on the background explained, the writer formulates the problem being studied as follows:

1. Does and to what extent paired storytelling improve students' speaking proficiency?
2. How is the situation when paired storytelling is implemented in the speaking class?

C. Objective of the Study

The success or failure of teaching learning process depends on the approach which is used to language teaching methodology. Therefore, the objectives of the study are

1. To identify whether or not and to what extent Paired Storytelling improve students' speaking proficiency.
2. To analyze the situation when paired storytelling is implemented in the speaking class.

D. Benefits of the Study

The result of the study is expected to be able to give some advantages for the students, the teacher and the researcher. The following are some advantages of this study:

1. For the students

Students are expected to get better learning by which they will be able to improve their ability to memorize vocabulary and pronounce English words correctly. Moreover, they will have better speaking proficiency and last but not least, they like English and learn it with enjoyment.

2. For the teacher

The English teacher can improve her teaching-learning process by choosing Paired Storytelling as his approach to language teaching methodology. This

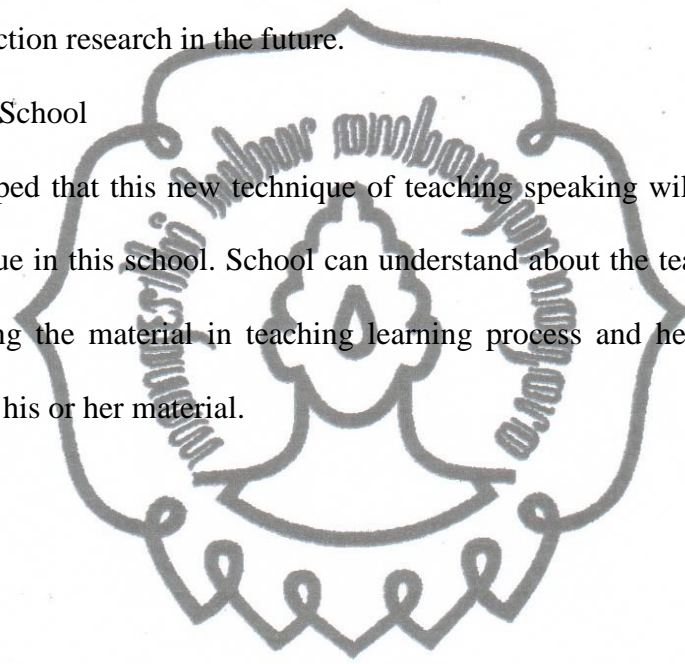
study is expected to give consideration or alternative for the English teacher in understanding the concept of teaching speaking through theories stated in this study.

3. For the researcher

The researcher gets an important experience which can be used for doing a better action research in the future.

4. For the School

It is hoped that this new technique of teaching speaking will enrich teaching technique in this school. School can understand about the teacher's needed in preparing the material in teaching learning process and help the teacher to prepare his or her material.



CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents the theories that underlie the research related to the case that the writer wants to analyze, namely the use of paired storytelling to improve students' speaking proficiency. The theory covers the concept of speaking, speaking proficiency, paired storytelling, the relationship between paired storytelling and speaking proficiency and action hypotheses.

A. The Nature of Speaking

1. The Definition of Speaking

As everybody knows, language is a means of communication. For building a good communication, people must have a good speaking skill. To know about the notion of speaking itself, the following are the definition of speaking stated by some experts. According to O'Malley (1990: 66, 67) speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical sub skills, some of which might require controlled processing while others could be processed automatically. It means that speaking skill is actually a complex skill which sometimes needs a control in processing it but sometimes it can exist automatically without control.

Another expert defines speaking in the usage sense as simply the physical embodiment of abstract systems which involve the manifestation either of the phonological system or of the grammatical system of the language or both. In the sense of use, he also defines speaking as part of reciprocal exchange in which both reception and production play a part (Widdowson, 1996: 58-59). Those definitions show that actually speaking is the form of abstract systems involving both phonological and grammatical system of the language which is produced in a reciprocal exchange in which both reception and production play a part.

While in Thornbury's point of view (2005: 4), speaking is interactive and requires the ability to cooperate in the management of speaking turns. It implies that speaking is an interactive activity where the speakers have to be able to manage the speaking turns, when to speak and when to stop, for instance.

Furthermore, Brindley (1995:19) makes specifications about oral. Here, oral can be defined as speaking. He believes that oral is to:

1. Express oneself intelligibility
2. Convey intended meaning accurately with sufficient command of vocabulary
3. Use language appropriate to context
4. Interact with other speakers fluently

He also rates oral into four areas that are interactive communication for fluency/ effect on listener, intelligibility for pronunciation or prosodic features,

appropriacy for pragmatic competence or register, and accuracy for structures and vocabulary resources. It means speaking demands fluency, intelligibility, appropriateness, and accuracy.

Based on the definitions above, it can be concluded that speaking is a complex cognitive skill which requires the speakers' ability in formulating their speaking involving the reception and production skills in which demands intelligibility, accuracy, appropriateness, and fluency in its process.

2. The Skills in Speaking

There are some experts who propose the skills in speaking. The first is Byrne (1997:8) who views that oral communication is a two ways process between speaker and listener (or listeners) and it involves the production skill of speaking and the reception skill of understanding (or listening with understanding). This is in line with Widdowson (1996: 59) who declares that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as 'listening'. While, productive aspect of speaking referred to as 'saying'. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker. In addition, Sajavaara (1980: 2) in Brumfit (1992: 37) reveals that production and receptive are creative process made by participants.

In summary, the skill in speaking can be divided into two skills; namely, production skill and reception skill which are creative process made by participants in an interaction. Production skill is the skill in producing the language actively, while reception skill is the skill to listen the language produced by the speaker with understanding.

3. The Features of Speaking

Underwood (1997: 9-14) says that the features of speaking consist of sounds, stress and intonation, the organization of speech, syntax and vocabulary, pauses and fillers, formal and informal language. The following are the detail explanation of each feature:

a. Sounds

Sounds direct what the listeners hear of English words, whether vowel sounds or consonant sounds.

b. Stress

Stress is aimed to highlight words which carry the main information the speakers wishes to convey, and changing the stress can alter the meaning of utterances even when the words remain the same.

c. Intonation

Intonation is more complex, but stressed words can be directions to see the intonation of a sentence.

d. The organization of speech

The organization of speech is made by the speakers and it depends on their own idea and creativity.

e. Syntax and Vocabulary

In spoken language, the syntax and vocabulary is usually much less specific which can only be understood by relating them to the immediate context in which they are used.

f. Pauses and Fillers

Pauses which occur in speech aim to give the listener time to think about what has just been said and to relate it to what has gone before. The length of pause used will depend on the speaker's speech habit, on the behavior and reactions of those listening, and the speaker's need to work out what to say next. Long gaps in speech are often filled with sounds/expressions such as: 'er...' / 'erm...' / 'ehm...'. These are usually called "fillers". Filler is used to avoid long silences, which are generally thought to be embarrassing in English conversation.

g. Formal and Informal language.

They are used depending on the social setting, the relative ages and status of the speaker and listener, their attitudes to each other and the topic, the extent to which they share the same background knowledge, and so on.

4. The Kinds of Speaking

According to Blumental (1963: 99-100) there are two kinds of speaking:

a. Impromptu Speaking

This kind of speaking is done on the spur of the moment with no opportunity for preparation. Furthermore, this is also natural and enjoyable. It will help the speakers to gain poise in speaking before a group. Moreover, it will help them to plan and share their ideas as they speak, a valuable skill in all speaking situation. Most important, it will help speakers to develop standards to use in evaluating more formal speeches, offering constructive criticism to each other, and will help them to improve their speaking skill. This type of speaking can be found all the time, most our conversations with friends, parents, teachers, employers, etc. People make these talks at work, home, school, parties, etc. These impromptu talks might include answering questions, giving opinions, or sharing our knowledge about many topics with people on daily basis.

b. Extemporaneous Speaking

In extemporaneous speaking, the speakers know beforehand about the subject on which they may be called on to speak. This kind of speaking can be the most effective of all types. It has most of the advantages of impromptu speaking without the possible disadvantages of being inadequately informed. Because speakers know the subject, they

are not grouping for ideas. Because the speeches have been planned but they have not been memorized, speaking will seem spontaneous and natural. If audience reaction is not what speakers have anticipated, they may re-explain a point or adopt their speech as necessary.

5. The Concept of Teaching Speaking

A good speaking skill will be achieved through a good speaking activity created in the teaching of speaking. To achieve a good speaking activity in the teaching of speaking, teachers should know the types of classroom speaking performance, roles of teacher, problems in speaking activity, problem solutions in speaking activity, and the criteria of a successful speaking activity. The following are the detail explanation:

a. The Types of Classroom Speaking Performance

Brown (1994: 266-268) states that there are six types of classroom speaking performance:

1). Imitative

In imitative types, learners spend their time to initiate speech, for example, they are practicing an intonation contour, trying to pinpoint a certain vowel sound, etc. Intonation of these kinds is carried out not the purpose of meaningful interaction, but for focusing on some particular element of language form. A type which can be concluded in these types and can be

classified in the communicative language classroom is drilling. Drills offer students an opportunity to listen and to repeat certain string of language that may pose some linguistic difficulty – either phonological or grammatical.

Here are some guidelines for successful drills:

1. Keep them short (a few minutes of class hour only)
2. Keep them simple (preferably just one point at a time)
3. Keep them “snappy”
4. Make sure students know why they are doing the drill
5. Limit them to phonology and grammar points
6. Make sure they ultimately lead to communicative goals
7. Don't overuse them

2). Intensive

Intensive type is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can be even form part of some pair work activity.

3). Responsive

Responsive is short replies to teacher or students initiated questions or comments which are usually sufficient and do not extend in dialogue.

4). Transactional (dialogue)

Transactional is extended form of responsive language. Transactional dialogue is not just limited to give the short respond but it can convey or exchange specific information.

5). Interpersonal (dialogue)

Interpersonal dialogue is designed for the purpose of maintaining social relationship than for the transmission of fact or information. This conversation involves some or all the following factors:

1. A causal register
2. Colloquial language
3. Emotionally charge language
4. Slang
5. Ellipsis
6. Sarcasm

b. Teacher Roles

According to Byrne (1997:2), the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

- 1) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.

- 2) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.
- 3) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

c. Problems in Speaking Activity

According to Ur (1996:20), there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

1). Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2). The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3). The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4). The use of mother tongue

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

d. Problem Solutions in Speaking Activity

There are some solutions which can be selected to overcome the problems in speaking activity. These are:

1). Use group work

This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher can not supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set up.

2). Base the activity on easy language

In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3). Make a careful choice of topic and task to stimulate interest.

On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group,

or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, a spoken summary.

4). Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone in the group contributes to the discussion, appoint a chairperson to each group who will regulate participation.

5). Keep students speaking the target language

Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

e. The Criteria of a Successful Speaking Activity

According to Ur (1996: 120), there are characteristics of a successful speaking activity:

1). Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2). Participation is even

Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak, and contributions are fairly evenly distributed.

3). Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

4). Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

6. The Principle of Teaching English to Children

a. The Principle of Teaching to Children

English teacher should firstly know the concept of teaching children before they really teach English to children. Piaget in Elliot et al, (2000:35) stated the principles of teaching children in his four stages

cognitive development. The following are the detail explanation of the principles in each stage:

1. Birth to about 2 years: *Sensorimotor Period*

In this period, Infants “know” in the sense of recognizing or anticipating familiar, recurring object, and happening, and they “think” in the sense of behaving toward these objects and events with mouth, hand, eye, and other sensory-motor instruments in predictable, organized, and often adaptive ways. Therefore, for supporting infants’ cognitive development, the teacher must provide multiple objects of various sizes, shape, and colors for babies to use. Beside, if infants are to develop cognitively as fully as their potential permits, they must actively engage with environmental object.

2. 2-7 years: *Intuitive or Preoperational Period*

In preoperational period, a child has begun to use symbols (such as language) but is not yet capable of mentally manipulating them. Moreover, in this stage children are at a level of thinking that precedes operational thoughts. For example, children can not take something a part and put it together again. Thus, to support children’s cognitive development, the teacher should encourage the manipulation of materials (especially object and activities that help to provide a foundation in math and science). Also, the teacher should provide as

many hands- on experiences as possible. Activities that preoperational children like and that improve their growing skill to represent things internally such as imitating, pretend play, drawing, etc.

3. 7-11 years: *Concrete Operational Period*

In concrete operational period, children accomplish true mental operations. Students can now reverse their thinking and group objects into classes. However, children can perform mental operations only on concrete objects or events, and not on verbal statements. For example, if they are shown blocks A, B and C, children can tell you that A is larger than B, that B is larger than C, and that, therefore, A is largest of all. But if a teacher tells them that Liz is taller than Ellen who is taller than Jane, they can not tell him who is tallest of all (especially in the early years of the period). If the teacher is teaching children of this age-stage, provide opportunities for them to engage in tasks that will help them at this level.

4. Over 11 years: *The Formal Operational Period*

During this period, youngsters demonstrate an ability to reason realistically about the future and to consider possibilities that they actually doubt. Adolescents look for relations, they separate the real from the possible, they test their mental solutions to problems, and they feel comfortable with verbal statements. In short, the period's

great achievement is a release from the restrictions of the tangible and the concrete. To support the cognitive development of this period, a teacher should provide as many concrete examples as he thinks are necessary before asking students to formulate general principles. Besides, try to discover how students sequence materials and activities so that the teacher can match their developmental levels. Last but not least, the activities should challenge students' thinking, but should not be so difficult as to frustrate them and cause failure.

b. The Oral Ability Development

The focus of developing oral ability in learning a language is very important for children. According to Petty and Jensen (1980:230):

At the very heart of language arts program must be a willingness to take complete advantage of the many daily opportunities for oral expression. In practical terms, this principle means simply that oral language should be a primary concern in every classroom. Children must have freedom to express themselves, to "talk out" their ideas and feelings.

This means that the language teaching for children must be accompanied by the development of children oral ability.

Considering the fact that developing oral ability takes a great importance, teachers should be able to carry out a language teaching activity which relates their language teaching with the development of oral ability development of children. These activities will be beneficial for

children if the language teaching and the oral ability development can be related to the children's world. One way to relate the language teaching with the children's world is stated by Burner (1978) as quoted by Brumfit (1995:217) who mentions that through carrying on conversations about here and now events, children are supported to recognize how talk relates to what is seen and touched and how linguistic structures are used to discriminate variations in meaning.

In summary, teaching English to children should be accompanied by developing the oral of children because children will learn language better if the activities in language learning are followed by talk. For teaching English while developing the oral ability of children, teachers can carry on conversations about here and now events so that children can recognize how talk relates to what is seen and touched and how linguistic structures are use to discriminate variations in meaning.

B. The Nature of Speaking Proficiency

1). Definition of Speaking Proficiency

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. As theories vary among pedagogues as to what constitutes proficiency (1) there is little consistency as to how different organizations classify it. Additionally, fluency and language

competence are generally recognized as being related, but separate controversial subjects. In predominant frameworks in the United States, proficient speakers demonstrate both accuracy and fluency, and use a variety of discourse strategies (2) Thus, a high number of native speakers of a language can be fluent without being considered proficient.

2). Levels In Speaking Proficiency

The levels in speaking proficiency;

Level	Description
0	Unable to function in the spoken language
0 +	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face to face conversations on familiar topics.
1+	Can initiate and maintain predictable face to face conversations and satisfy limited social demand.
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
4+	Speaking proficiency is regular superior in all respect, usual equivalent to that of a well – educated, highly articulate native speaker.
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well – educated native speaker and reflects the cultural standards of the country where the language is spoken.

C. The Nature of Storytelling

1) The Definition of Storytelling

According to Tailor (2000: 16), story telling is relates tales to one or more listener through voice and gestures oral telling tends to use much simpler language. Sentences are generally shorter. With oral telling, we usually repeat things more redundancy especially if the students are having difficulty following. Ellis (1991: 33) states that vocabulary in story presented in vivid and clear context and the illustration help to convey meaning. Both the context and the amusing situation can make the vocabulary easy to remember.

2) Criteria for Selecting Storytelling

It is important to pick the story carefully as not all work for language learning. Try to make ensure that the language is not too complicated and that the illustrations and story line are suitable for the age and maturity of the children are taught. The qualities that usually work well include:

- Traditional tales or stories that the children may have read before. As they already know the story line, children can use prior know ledge to deal with language that is more complex. Older children also often do not mind revisiting, in the new language, stories which, in their first language, they might consider too babyish e.g. *Goldilocks*, *The Enormous Turnip*, *The Very Hungry Caterpillar*.

- Use of repetitive language. Children will quickly become familiar with the repeated lines and can be encouraged to participate in telling the story themselves e.g. *Une Histoire Sombre, Sieben im Bett* by Petra Probst.
- Simple language that includes a link to theme you are studying. Children will be reassured that they understand the gist of the story through the opportunity to practice familiar language in a real language context

There are the criteria for selecting the storytelling, based on Ellis (1991: 12-13):

a. Level

Is the language level appropriate? Not too easy/ not too difficult? Does the story contain any features such as rhyme, or intonation that pupils will enjoy imitating and so improve their pronunciation?

b. Pronunciation

Does the story contain any features such as rhyme, or intonation that pupils will enjoy imitating and so improve their pronunciation?

c. Content/ Subject Matter

Will the story interest pupils? Is it relevant to their needs? Is it amusing?

Is it memorable?

d. Visuals

Do the illustrations of the text support the children's understanding? Are they appropriate to the age of pupils? Are they attractive and colorful? Are they big enough to see?

e. Encourage Participation

Is there any natural repetition to encourage participation in the text and to provide pattern and pronunciation practice?

f. Motivating

Will the story motivate pupils by drawing on their personal experience? Will it develop their imagination and appeal to their sense of humor?

g. Arouse Curiosity

Will the story arouse their curiosity and make them want to find out more about the target language, culture, and language learning?

h. Create Positive Attitude

Will pupils respond positively to the story and develop positive attitudes toward the target language, culture, and language learning?

i. Language Content

Is the language representative of what is spoken in the target culture? Is it too culture specific?

c. The Importance of Storytelling

Wright (1995: 13) proposes that telling and reading stories to children is a central part of classroom life, moreover it is very important to the English teacher of children to master techniques of telling stories. The speech abilities needed for storytelling are essentially the same ones required for all speaking activities. Storytelling encourages students to experiment with voice, tone, eye contact, gestures, and facial expressions. It also lets them practice techniques for holding audience attention. Storytelling encourages reading motivation and aids listening comprehension. It can lead directly to story writing.

Penny UR (1996: 289) states, "Young children love having the stories told to them. Telling a story in the foreign language is one of the simplest and richest sources of foreign language input for young learners. The most effective combination in teaching is pictures and stories together." It is supported by Zaro and Salabery (1995 : 2-3) who give many reasons why stories are necessary in teaching foreign languages to children. They state:

1. The development of listening skills

Possibly the most important of these skills is listening for gist which involves listening for the main idea or plot without necessarily understanding everything. Other skills as listening for specific information can also be developed through stories.

2. The acquisition of new vocabulary

Most of the new language in stories is perfectly contextualized and it is usually repeated more than once so that the listener has more than one opportunity to understand the meaning. If additional information is also given to help learners with the comprehension of the story as with visual aids for example, the introduction of new words need not be a huge task. The grammatical structures included in the story should be seen mainly as formulaic expression which do not need grammatical analysis but which can be learnt in an ongoing way because they appear frequently in stories in appropriate contexts.

3. The development of the child's literary competence

By that, we mean the child's ability to understand and enjoy literature that involves a range of strategies and skills acquired over the child's life mainly through extensive reading. However, many of these skills can be developed through specific activities. It can be said that the use of stories introduces the child not only to stylistic conventions such as reported speech, metaphor, emphasis, etc but also to narrative conventions such as the time-space relationship of events, repetition, ellipsis, etc.

4. The communication exchange involved in stories

Storytelling is an activity that requires a certain level of interaction between the storyteller and the audience and between the individual

listeners. The storyteller can obtain the collaboration of the audience at several points during the story, by getting them to suggest an alternative ending, by asking for a resume of the story up the moment, by getting the audience's opinion etc.

5. Motivation

If the story is interesting enough and it is told in an appealing way, children will normally pay attention through to the end. Nowadays, motivation, and in general anything to do with the factors which affect the emotions are considered crucial in all learning processes.

6. Stimulation and development of the imagination

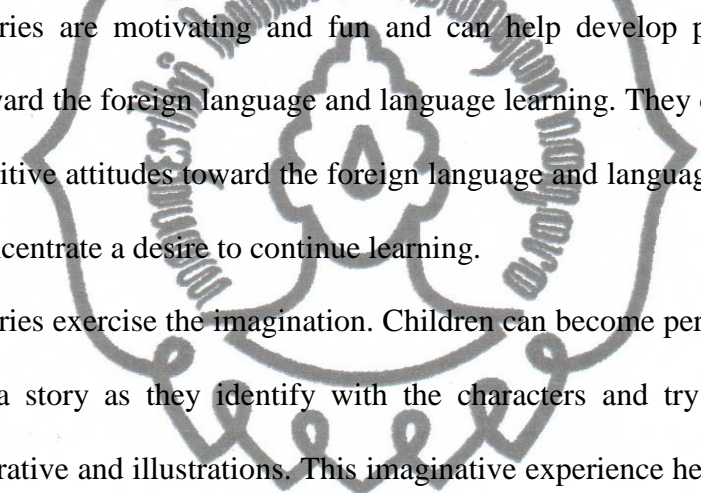
The interactive nature of the story, the recreating of scenes, characters, and the ideas in the story mean that few other activities can encourage the child's creativity and invention in the way that storytelling give.

Here is the Importance of Storytelling in the Classroom:

1. Preserves culture and language bringing cross cultural content into the classroom.
2. Teaches social and personal skills, values, creative, and critical thinking.
3. Expands memory and improves listening skills.
4. Exposes children to language vocabulary and structure.
5. Good for teaching conventions of writing and grammar.

The statement above means that storytelling is very helpful in teaching English to Children. It offers so many advantages and can make students understand the language easier. Here the children are invited to learn language in relaxing and amusing situation. Therefore, when they enter the class they will not feel any pressure.

In addition to the importance of storytelling in language teaching. Ellis and Brewster (1991: 1-2) state:

- 
- a) Stories are motivating and fun and can help develop positive attitude toward the foreign language and language learning. They can help develop positive attitudes toward the foreign language and language learning. They concentrate a desire to continue learning.
 - b) Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative power.
 - c) Listening to stories in class is a shared social experience. Storytelling provokes a shared response of laughter, sadness, excitement, which is not only enjoyable but can help build up the child's confidence and encourage social and emotional development.
 - d) Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are

being overtly reinforced. Many stories also contain natural repetition of key vocabulary and structures. For example, in The Elephant and the bad Baby story, it helps to introduce kind of animal for children. Repetition also encourages participation in the narrative, thereby providing a type of pattern practice in a meaningful context.

- e) Listening to stories allows teacher to introduce or revise new vocabulary and sentences structures by exposing the children to language in varied, memorable, and familiar context will enrich their thinking and gradually enter their own speech.
- f) Listening to stories develops the child's listening and concentrating skills via visual clues, for example pictures and illustrations.

D. The Nature of Paired Storytelling

1) Definition of Paired Storytelling

In each pair, both stories have a similar subject. The stories in the firsts series vary in length from about 250 words, to about 800, but the two stories in each pair have more or less the same length. In the second series, all the stories are between 900 and 1100 words long.

The stories have been written in a style of English which is designed to be as comprehensible as possible to readers with limited reading skills. In other words:

- To keep sentence structure as straightforward as possible
- To avoid very long sentences
- To avoid *unnecessarily* difficult vocabulary
- When it is necessary to use difficult words, to use them literally and with the meaning they most commonly have and also to provide contextual clues as to their meaning in the first series, idiomatic language including idiomatic multi-word verbs was avoided as much as possible. In the second series, the language is somewhat more idiomatic and a considerable number of idiomatic multi-word verbs have been used.

In the hope of making the readings more engaging and making new vocabulary items more easily memorable, all the stories have been centered on a particular person or, in a few cases, on a couple. Conventional supplementary materials are also required. Those materials vocabulary lists, vocabulary development exercises, 'notes' on grammar and meaning, and extra readings and reading activities for each of the stories will follow as soon as possible.

2) The Ways of Paired Storytelling

Paired Storytelling uses reading and speaking together and cooperative learning to help bilingual students become more effective readers and communicators. The following instructional activities have been used successfully in a foreign or second language setting.

1. The teacher pairs two students.
2. Before handing out the text, the teacher provides a general introduction to the topic, beginning, “Today we are going to read about ...”The teacher can also write the topic on the board and ask the students what they know about that topic and how it relates to their experiences. If necessary, the teacher may give this introduction in the students’ first language and the students may be allowed to use their first language. This brainstorming activity is intended to activate the students’ prior knowledge, helping them build an anticipatory model that will be confirmed or modified as they encounter the actual text. The teacher should emphasize that making the right guess is not the point. Instead, what is important is to get ready for the story. The teacher must be particularly sensitive to reading problems that may happen if the reader cannot access the appropriate existing schemata, or if the reader does not have the appropriate schemata necessary to understand a text (Smith, 1982; Anderson et al., 1980; and Goodman, 1986). In the brainstorming activity, the teacher will learn whether the students have the appropriate cultural background knowledge or not. In many cases, a text requires considerable background teaching before it makes any sense. If necessary, the teacher can provide the students with some background information to prepare them for the text.

3. The text or story is divided into two sections.

The first half of the story is given to one student in each pair and the second half to the other one.

4. As each student is reading his/her own section, he/she is to jot down the key concepts. The teacher should probably limit the number of key words or phrases depending on the length or complexity of the text. Each student is to list the key words/phrases in the order in which they appear in the text.
5. Then both students in the pair exchange their lists. The teacher gives them a few moments to reflect on the list of clues and relate them to the story part they have read. Occasionally, one or a few students may not understand a certain word. Either the teacher or the students who wrote the word may explain its meaning in English either by giving its definition or by using it in a sentence.
6. By recalling the part he/she has read and using the clues that the other student has recorded, each students then develops and writes his or her own version of the story's missing part. The student who has read the first half tries to predict what will happen next and continues to develop the story. On the other hand, the one who has read the latter part guesses what has happened before.

7. When they have finished, they should read their own versions to each other. Occasionally, the teacher may want to call a few volunteers to read their stories aloud to the class. It should be stressed that no one may laugh at or make any denigrating comment about somebody else's story.
8. Next, the teacher distributes the missing part of the story to everybody in class and asks them to read and compare it with their own stories.
9. The session should conclude with a discussion of the whole story. This may be done in each pair or with the whole class. If many students in the class are rather inhibited to speak up, doing it in pairs may encourage them to communicate with their partner and use the target language. In some instances, they may also be allowed to use their home language in this discussion session.
10. The teacher may sometimes give a quiz at the end of the session. Each student does the quiz individually.

3) The Benefits of Paired Storytelling

- a. This strategy provides opportunities for one-to-one interaction among students around school tasks and gives them opportunity to use the target language communicatively.
- b. The cooperative work improves group relations and increases self-esteem, with particularly benefits non-native speakers of English who

are rather inhibited about speaking in the target language in a larger group. The cooperative atmosphere of working in the pair may greatly motivate students and give them confidence to use the target language. This oral use of the target language may in turn improve their reading performance as the development of reading and writing is closely related to the acquisition of the oral language.

- c. Vocabulary work. Virtually all texts in ESL deal with vocabulary items, but often the rationale for choosing the words to be glossed seems arbitrary. It is hard to know whether the words are selected because they are difficult or because they are useful. Many reading textbooks present lists of words in isolation or with definitions, but without any real language context. Furthermore, in many books, the glossary part is often followed by an unrealistic and meaningless

CHAPTER III

RESEARCH METHODOLOGY

A. Context of The Result

The research was done in SMK Bhinneka Karya Surakarta, Jl. Letjen Suprpto No. 34 Surakarta. It was conducted through teaching and learning process in the classroom of eleventh grade 2008/2009 academic year from 20th August 2008 to 29th October 2008. The research held once a week, from 07.00a.m to 08.20a.m.

The subject of the research is the eleventh grade students of SMK Bhinneka Karya Surakarta in 2008/2009 academic year. The number of students of the second grade students of SMK Bhinneka Karya Surakarta is 38 students. These 38 students consist of 38 boys. The reason why the researcher chooses this grade is because the students are not too big and the researcher can divide the class in groups. Thus, it is effective for language teaching.

B. Research Method

1. The Definition of Action Research

The method used in this research is action research. There are various definitions of action research stated by some experts. Kemmis as quoted by Hopkins (1993:44) states the definition of action research as follows:

Action research is a form of self-reflective inquiry undertaken by participators in a social situation (including education) in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices and (c) the situation in which practices are carried out.

While in Mills' point of view (2000: 6), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching/learning environment to gather information about the ways how their particular schools operate, how they teach, and how well their students learn. Moreover, Nunan (1997:18) argues that action research has distinctive feature that is those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, for evaluating the results of strategies tried out in practice.

Burns (1999:30) makes some characteristics of action research taken from some experts' definition as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.
3. It is participator as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

Based on several definitions stated by some experts, it can be concluded that action research is any systematic inquiry undertaken by participators in a social situation (including education) which is directed towards greater understanding and improvement of practices where those practices are carried out.

2. The Model of Action Research

The model of classroom action research used in this study is based on the model developed by Kemmis and McTaggart (1988) in Burns (1999:32) who state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. They are as follow:

a. Planning

Develop a plan of critically informed action to improve what is already happening.

b. Action

Act to implement the plant.

c. Observation

Observe the effects of the critically informed action in the context in which it occurs.

d. Reflection

Reflect these effects as the basis for further planning.

The spiral model can be illustrated as follows:

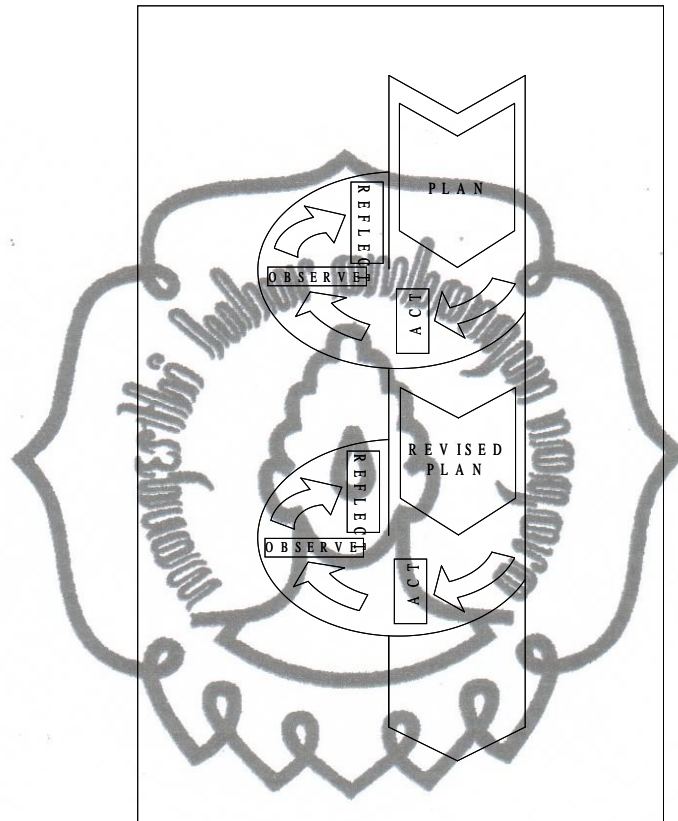


Figure 1. The Model of Action Research of Kemmis and Mc Taggart

3. The Procedure of Action Research

In this classroom action research, the action research is done collaboratively. The writer has a role as an observe researcher who implements the plan of the action research while her collaborative observers as the observer of the research. In this classroom action research, each procedure takes six steps that form one cycle. Those six steps are as follows:

a. Identifying the problem

The writer identifies the problem before planning the action. The problem refers to students' low speaking proficiency. It was known after the writer interviewed with the teacher and did observation in the teaching-learning process.

b. Planning the action

The writer as the observe researcher prepares everything related to the action as follows:

- 1). Preparing materials, making lesson plan, and designing the steps in doing the action.
- 2). Preparing sheets for classroom observation.
- 3). Preparing teaching aids, like the paragraph or the storytelling
- 4). Preparing a test.

c. Implementing the action

The plan made is implemented in the teaching learning process. The activity of improving students' speaking proficiency though paired storytelling.

d. Observing/ monitoring the action

The writer observes all the activities in teaching-learning process while her collaborative observer helps to observe the teaching-learning process conducted in the class.

e. Reflecting the result of the observation

In conducting the evaluation process, the teacher gives pre-test before starting the action and at the end of cycle one, students are given post-test. The test is in the form of speaking test. In this test, the students are asked to answer the following questions orally in order to know how well their intelligibility, vocabulary adequacy and accuracy.

After giving the test, the writer analyzes the result of the test to know the students' speaking proficiency. The teacher then makes an analysis based on the result of the test has been done by the students and her observation during the action being carried out to make a reflection about what she has being done so far. It is also claimed to find the weaknesses of the activities has been done.

In this action research, there is a standard to stop the cycle. The cycle is stopped when the indicator can be achieved. The indicator is that each student can improve their score and there is a significant difference between students' speaking proficiency before and after the action. The grade of competencies of students' speaking proficiency used in this study is adapted from the criteria of assessment of speaking test in H. Douglas Brown (page: 100):

a. Grammar

COMPETENCY	SCORE
Errors in grammar are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his	1

language.	
Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations or practical, social and professional topics.	3
Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	4
Equivalent to that of an educated native speaker.	5

b. Vocabulary

COMPETENCY	SCORE
Speaking vocabulary inadequate to express anything but the most elementary needs	1
Has speaking vocabulary sufficient to express himself simply with some circumlocution.	2
Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	3
Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	4
His speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural reference.	5

c. Comprehension

COMPETENCY	SCORE
Within the scope of his very limited language experience can understand simple questions and statements allowing for slowed speech, repetition, or paraphrases.	1
Can get the gist of most conversations of non –technical subjects (i.e., topics which require no specialized knowledge)	2

Comprehension is quite complete for a normal rate of speech.	3
Can understand any conversation within the range of his experience.	4
Equivalent to that of an educated native speaker.	5

d. Fluency

COMPETENCY	SCORE
(No specific fluency description. Refer to other four language areas for implied level of fluently)	1
Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events as well as work, family and autobiographical information.	2
Can discuss particular interests of competence with reasonable ease. He rarely has to grope for words.	3
Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluently.	4
Has completed fluently in the language such that his speech is fully accepted by educated native speakers.	5

e. Pronunciation

COMPETENCY	SCORE
Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	1
Accent, though often quite faulty, is intelligible.	2
Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
Errors in pronunciation are quite rare.	4
Equivalent to and fully accepted by educated native speakers.	5

f. Task

COMPETENCY	SCORE
Can ask and answer the questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases and tell time)	1
Able to satisfy routine social demands and work requirements, needing help in handling any complication or difficulties.	2
Participate effectively in most formal and informal conversation on practical, social and professional topics.	3
Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.	4
Speaking proficiency equivalent to that of an educated native speaker.	5

In this observation, the observer use three (3) the criteria of assessment of speaking test namely: pronunciation, grammar, and vocabulary, because that is as the observer's focus observation.

f. Revising the plan

Based on the weaknesses of the activities that have been carried out using paired storytelling in teaching speaking, the teacher and the writer revise the plan for the next cycle. It takes two cycles to overcome students' problem in speaking proficiency.

E. Technique for Collecting Data

The techniques for collecting data used in this research are observational and non observational techniques. The following are the detail explanation of each technique:

1. Observational techniques

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. The term observation is being used here in the sense of taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated. (Burns 1999: 79) Observational approach is followed by a more specific focus on various techniques for data collection, these include:

- a. Notes: description and accounts of observer events, including non-verbal information, physical settings, group structures, interactions between participants.
- b. Diaries/journals: regular dated accounts of teaching/learning plans, activities and events, including personal philosophies, feelings, reactions, reflections, explanation.
- c. Recordings: audio or video recordings providing objective records of classroom interactions.

- d. Transcripts: written representations of recordings, using conventions for identifying speakers and indicating pauses, hesitations, overlaps and non-verbal information.
- e. Diagram: maps or drawings of the classroom indicating physical layout and/or student-teacher interaction or location.

In this research the researcher was conducted **field notes, research diaries** and **photographs**.

2. Non observational techniques

Burns (1999: 117) states that non-observational tools result in data are essentially introspective, that is, they invite personal and individual accounts of events, attitudes and beliefs. The methods described include:

- a. Interview and discussion: face to face personal interactions which generate data about the research issue and allow specific issues to be discussed from other people's perspectives.
- b. Questionnaires and surveys: written sets of questions used to gain responses in non-face to face situation; questions are usually focused on specific issues and may invite either factual or attitudinal responses.
- c. Life / career history: profile of student's previous life and learning experiences told from the perspective of the individuals concerned which may be built up over a period of time.

- d. Documents: collection of various documents relevant to the research questions which can include students' written work, student records and profile, course overviews, lesson plans, classroom material.

In this research the researcher was conducted **interview, students' test, and lesson plans.**

F. Technique for Analyzing Data

Techniques for analyzing data divided into 2 ways, namely: quantitative and qualitative. Quantitative data analyzes are to analyze data from the result of the teaching learning process. Maintain, constant comparative, method are component from quantitative data. Qualitative data analyzes are used to analyze the data that are taken during the teaching learning process. Descriptive statistics are the component from qualitative data. Sutopo, 2002 says that:

Pada awalnya para peneliti kualitatif tidak menjelaskan secara rinci kegiatan analisis dalam penelitiannya. Pada perkembangan selanjutnya para peneliti sejenis telah berupaya untuk menjelaskan proses analisisnya secara rinci, meskipun masih beragam caranya. Namun, hal itu dapat dipahami sesuai dengan sifat keterbukaan dan kelenturan metode ini.

CHAPTER IV

RESULT OF THE STUDY

The research investigates about the improvement of students' speaking through paired story telling. In conducting the research, I propose two research questions, regarding: 1) whether and to what extent paired story telling improves students' speaking proficiency; 2) the class situation when paired story telling is applied in the English class. The findings of the research are described in this chapter. It is divided into two parts which include the process of the research, and result findings and result discussion. Each part is described in section A and section B.

A. Process of the Research

In conducting the study, the researcher as a teacher too. Before I teach the students, I told the English teacher (RW) that I would conduct action research. She said that she had heard about action research because she ever studies about action research, but she not applied it in teaching learning process. So Teacher RW and I worked together in implementing the study. Teacher RW was an observer and I was practitioner.

The research is carried out two cycles, which is done through some sequence process from beginning until the end of the research. It is accomplished

based on the research procedure. The procedure of the research consists of pre research, research implementation, and the research discussion. The whole research was conducted through the following process:

Table 4.1 The Summary of Process of the Research

P R E R E S E A R C H	1. Observation
	I observing the TL process Aims: to identify <ul style="list-style-type: none"> • The problem occurred during TL process concerning to students speaking proficiency • The class situation before applying PST Results: <ul style="list-style-type: none"> • Students have low pronunciations, vocabularies, and also grammar • The class situation was not life, not interactive, and noisier
	2. Interview
	I interview a student Aims: to describe <ul style="list-style-type: none"> • Their interest toward English lesson • Their felling about speaking proficiency • Their opinion about speaking proficiency Results: <ul style="list-style-type: none"> • Students were not interest toward English lesson • Students feel bored, not enjoy, and sleepy during teaching learning process and they often play hand phone, done homework (not English lesson), speak with the other friends • Students were difficult to read and speak the English words
	3. Pre – Test
	I provided pre test for 38 students Aim : to know students' proficiency in speaking Result : students get low score, under passing grade, 12
Implementation of Research	Teacher RW and I collaboratively implemented the research which is carried out two cycle
Cycle 1	Planning : preparing materials, media of PST, pictures, lesson plants, students' exercises, post – test, and everything related to the action Actions : using PST Meeting I : algae Meeting II : The Lion King Meeting III : I am a Spiderman
	Results: <ul style="list-style-type: none"> • Students can not speak English words correctly • Students can not choose the right vocabularies when they make a sentence • Students not attractive, not enjoy, and do not brave to speak in front of the class

	<ul style="list-style-type: none"> • The class not life, noisier • 55.56 % students gained the score above the passing grade
Cycle 2	<p>Meeting IV : I am a Spiderman</p> <ul style="list-style-type: none"> • I reviewing the last lesson in the previous meeting until all students perform forward in the class • Students followed pray together in the mosque so in meeting IV just finish checks their task. <p>Meeting V : Spiderman Save the Day</p> <ul style="list-style-type: none"> • post – test II <p>General reflections:</p> <ul style="list-style-type: none"> • The improvement of speaking proficiency • The improvement of students' awareness in speaking with the correct vocabularies, pronunciations, and grammar • The improvement of classroom situation after PST applied • The improvement students' achievement • The improve of students' behaviors toward English lesson

The process of the research stated in Table 4.1 is discussed in following section:

1. Pre – Research

Pre research was held before conducting the research. It aimed to identify: 1) the problem occurred in the class during teaching learning process regarded to the improvement of students' speaking proficiency, before applying different technique; 2) students' learning activity during teaching learning process; 3) the students' behaviors during teaching learning process; 4) the class situation before applying the technique. There were some ways used in the pre research which include observing teaching learning process, interviewing students, and providing pre test.

The observation and interview result in the pre research indicated that the problem arose was the students had low in speaking proficiency. It could be identified from the problem's indicators in relation to competence which include:

speaking proficiency. From speaking proficiency, the problem's indicators are students: 1) when the teacher asked students to make a summary, they still made some mistake dealing with the grammar, for example, *he can climb on the wall*, it should be *he can walks on the walls*; *he always please everyone*, it should be *he always help everyone*, 2) they made mistake in choose and wrote some vocabularies based on the pictures; 3) they made mistake in pronouncing the English words; 4) they do not have bravery when the teacher asked them to perform forward in the class; 5) they can not enjoy English lesson. There are also some indicators from class situations: 1) the class not live; 2) the class not active and not interactive. The indicator also comes from English teacher; she used the monotonous technique, just read some story without some pictures so the students feel bored and did not have more ideas.

2. Research Implementation

The research was implemented after conducting pre research. It was done by applying PST at cycle I and cycle II. The researcher cooperates with Teacher RW to implement the research. The researcher taught the students of class XI TMA, while Teacher RW observed the whole activities done during teaching learning process from pre research, cycle 1 and cycle 2.

The research was carried out 2 cycles. Each cycle consisted of six steps which include: 1) identifying problem; 2) planning the action; 3) implementing

the action; 4) observing the action; 5) reflecting the observation results; and 6) revising the plan. The whole process of research implementation could be writing at Table 4.1.

In cycle 1, the research was held in three meetings, it discussed about storytelling “*Algae*”; “*The Lion King*”; and “*I am a Spiderman*”. Meanwhile, cycle 2 was held in two meetings, but in the fifth meeting was held in 120 minutes. It was held once a week, Thursday, each meeting consists of 90 minutes; because it was a wasting month. The first cycle was conducted on August 21st, 28th, and 4th September 2008, while second cycle was held on 11th September and 23rd October 2008.

Table 4.2 Summary of Research Implementation of Cycle 1

Topic Introduce	• Storytelling “algae”
Class used for AR	XI TMA
Problem Identified	The low students’ speaking proficiency
Implementation	In two cycles
Cycle 1	3 meetings
Planning	Prepared materials, pictures, lesson plans, students’ exercises, pre test, post test 1 and everything related to the actions.
Actions	<p>Meeting I : algae</p> <ul style="list-style-type: none"> • I asked the students to read the story by them self used silent way • I asked the students to make summary from that story by individually on the paper • I pointed two students to read their work in front of the class by individually and followed the other students until the time was up <p>Meeting II : The Lion King</p> <ul style="list-style-type: none"> • I divided the class into group, each group consists two students • I reviewing the last lesson in the previous meeting until all students speak their summary • I explained about PST • I asked the students to read The Lion King story with their partner • I asked the students to make a summary and divided the story with their partner • I pointed two groups to speak in front of class with their partner and follows the other groups and wait the time was up

	<p>Meeting III : I am a Spiderman</p> <ul style="list-style-type: none"> • I reviewing the last lesson in the previous meeting until all students speak up forward in class • I asked the students to read I am a Spiderman story with their partner • I asked the students to make a summary and divided the story with their partner • The story based on the pictures which given by the teacher
Observation	<p>Teacher RW observed the action (the whole teaching learning process), and I wrote it in field notes. Results of the observation of cycle 1 are follows:</p> <ul style="list-style-type: none"> • PST makes students are happy and easy in learning English lesson • PST makes students easier in speaking class • Students have more attention • Students can remember the English words • Students don't be noisier; noise just when discuss the teacher's task • Students not do the other activity, likes: play hand phone, works the other homework • Students can make some sentences based on the pictures although their sentences incorrectly; they write what they know e.g. climb they write claimb • Students can not pronouncing English well • 55.56 % students are active during teaching learning process • 20 students reached the passing grade
Reflections	<p>The reflections are as follows:</p> <ul style="list-style-type: none"> • Students can make sentences although they make some mistakes • Students still make missing pronouncing English words • Some students still passive
Revision	<p>The next cycle focused on:</p> <ul style="list-style-type: none"> • Improving students' speaking proficiency by understanding in choosing English word, pronouncing English words, and use the right grammar • Creating activities which more joyful, active • Stimulating students to be braver and confidence to speak English • Creating post test 2

The more detail explanation about the research about the research implementation of cycle 1 and cycle 2, could be reported as follows:

Cycle 1

1. Identifying the Problem

This was the fundamental stage of doing an action research since the teacher could do an action research when they found some problems in the class.

Based on the analysis of data obtained from pre research, interview, and pre test result, it could be identified that problems faces by eleventh grade of SMK Bhinneka Karya Surakarta was in the scope of language skill, namely speaking skill. It means that the problem was their speaking proficiency was low.

2. Planning the Action

In the planning stage, Teacher RW and the researcher made some action plants for the first cycle. This planning was made based on the problem that was identified on pre research. Based on the problem, I found some indicators that appear during teaching learning process in the classroom. The indicators of problem come from competence viewpoint and class situation. To overcome the problem, the research could be more directed and clear so the researcher decided to conduct an action research by carrying Paired Story Telling in teaching speaking.

Before the researcher implementing the action, the researcher prepared the materials, lesson plans, students' exercises, pictures, post test 1 and everything related to the action. The materials used were taken from short story books by Gramedia Pustaka Utama. Then, in this section I as the researcher would teach the eleventh grade students of SMK Bhinneka Karya Surakarta, while Teacher RW would observe the whole activities during teaching learning process to gain the result.

3. Implementing the Action

The action was divided into four parts, namely: warming up, presentation, practice, and production. In the first cycle which was conducted in three meetings, the researcher taught three topics or stories: 1) Algae; 2) The Lion King; and 3) I am a Spiderman. Each meeting spent 90 minutes.

a. First Meeting

1. Warming Up

English lesson started at 07.00 am, I came to the class together with Teacher RW. I put my bag on the teacher's chair and put my paper, pencil case, students' list on the table. Then I greet the students, after it we pray together because English lesson was the first lesson during wasting month. In this meeting

2. Presentation

I told to the students to read the story titled "Algae". In this meeting I'm not explain about PST. In this meeting I held pre test.

3. Practice

I asked students to make summary based on the text that I gave for them by individually. They looked confused, bored, and the class become noisier. Some of them not do by individually but they imitated their friends because they lazy done by them self. Some of them asked me about vocabularies that

they did not know in Indonesian. Then I walked around the class to check their work.

4. Production

After some students have finished making short story telling. I asked the students who ready to perform forward in the class. No one want perform individually, so I asked them randomly. Because the students consists 38 students the time not enough for them perform individually.

b. Second Meeting

1. Warming Up

English lesson started at 07.00 am, I came to the class together with Teacher RW. I put my bag on the teacher's chair and put my paper, pencil case, students' list on the table. Then I greet the students, after it we pray together. At that time, all students were present. They looked handsome and diligent boys because they prepare their English book after pray.

2. Presentation

In this meeting I'm explained about PST, what PST was and how to learn used PST. They looked seriously listened my explanation because they never heard about PST before and this technique very easy to understand. They like this technique because they work not individually but in group. And I teach

them made a story used the right structure. If the story was in the past time, we used past form.

3. Practice

Before I told to the students read the story titled “The Lion King”, I divided them into group, and each group consists of two students. Each group gets a paper about The Lion King and also some pictures about it. Then I asked students to put their idea based on the story into the pictures, this is one ways in PST. They divided the work with their partner, so they fell enjoy and not haste. They fell that their work easier and not feel bored. With PST they can improve their vocabularies. After they made a short story telling based on the text, they perform forward in the class, in this section, students more brave because they perform with their partner. At the first time, I asked two groups to perform and follow the other groups without I asked them. When they perform I heard the incorrect pronunciations. After the groups perform, I check their work on the paper and I found some mistakes in choosing vocabularies, and wrote grammar. The perform held until time was up, and for the groups that do not perform on the day they can perform in the next meeting, next week.

4. Production

After time was up, I closed the lesson and continue in next meeting.

c. Third Meeting

1. Warming Up

English lesson started at 07.00 am, I came to the class together with Teacher RW. I put my bag on the teacher's chair and put my paper, pencil case, students' list on the table. Then I greet the students, after it we pray together. At that time, all students were present. They looked ready to follow English lesson because they not came late. I saw their smile as a sign that they ready learned with me.

2. Presentation

I continued check the group who does not performed on the second meeting. I just check three groups. Today, I gave them the next picture about Spiderman, titled "I am a Spiderman". In this part I not follow the story because in PST students must make a short story telling used their ideas, but I helped them with wrote some of verbs on the blackboard. I gave them more time about 45 minutes because they make a short story telling by them self in group. The class becomes noisier because they asked for the other students about choosing vocabularies. After they finished their work, they learned to speak what they wrote, if they found difficulties, they asked me or their friends.

3. Practice

Today is post test 1 for them so they prepared well because they want to get high score. I surprised because there are groups want performed without I asked. The groups was ready to perform, I gave them a change to perform. Some of them could pronounce well, choose right vocabularies and grammar. After they performed, I told their score, I found that their score were increased.

4. Production

All students did the task. They looked happy, did not feel difficult, and interested the task with new technique, PST. But they looked tired to do the exercise. Although they did the task, they still found difficult in generic structure and pronounce.

4. Observing the Action

When the technique of teaching speaking through PST was being carried out, I observed the whole activities helped by Teacher RW, and then wrote it in field notes. The result of the observation could be explained as follows:

Generally, teaching learning process become live, fun, and active when the activity was applied with PST. The students' response was good; they looked excited, enjoy in join the lesson. They work in group when the students practiced

to learn speak related to the pictures. Beside that, it arise the interaction between student – student and teacher – student.

PST was a technique that made the students were easier to learn English, especially speaking. By using PST, they were easy for understanding about the material. The students feel happy and enjoy in learning English. PST makes them have more vocabularies and could remember what they had done.

Through PST, the students were able to write sentences correctly then they learn to pronounce the English words. I heard their pronunciation and they can say it correctly.

After many times they practiced to make a short story by using PST, they were aware the way of speaking proficiency. However, some students' speaking proficiency did not improve well. Some students looked difficulty in pronounced English words. There were 20 students could improved their speaking proficiency, while 16 students did not improved yet.

Furthermore, the students became more motivated in studying English. It was shown from students' behaviors during teaching learning process. Students were participated in my class. Although I should call the first group to perform forward in the class. The class situation was not continually occurred well, after teaching learning process using PST finished, they looked tired, bored and low attention for the next lesson.

In addition, the result of post – test 1 showed that the students' score were better compared with the pre – test result. The mean score of pre – test for pronunciation was 5.61; for grammar 5; and for vocabulary was 4.94, the mean score of post – test 1 for pronunciation was 7.72; for grammar 7.17; and for vocabulary was 7.05. From 36 students, there were 55.56 % students who were able reach the passing grade. It meant that there are 20 students who reach the score above 24 and the mean score of post – test II for pronunciation was 8.5; for grammar 8.44; and for vocabulary was 8.67 so in the post test II there were 83.33% students who reach the passing grade or 30 students in the class.

5. Reflecting the Observation Result

Teacher RW and I reflected the result of action based on the observation result. From the observation result, I obtained the result as follows:

a. Classroom Situation

Regarding to classroom situation, the reflections are as follows: 1) the activity of teaching learning speaking using PST, generally ran well. Students could practiced to make a story telling based on the pictures, they looked enjoy, fun and could cooperated with their partner. There were also interactions between teacher–students, student–student. It could arise their self–confidence because they done the exercise with their partner; 2) students had prepare their learning equipments after we pray; 3) students still shy to performed forward to speak their

story, but for the students who brave to performed forward, they could performed although they made mistakes. In short words, the class was still passive.

b. Students' Competence

Concerning to the students competence, the reflections are as follows: the students improved their speaking proficiency. It proved that after learning speaking by using PST, students could say correctly. Dealing with the post test result, 55.56 % or about 20 students could reach the passing grade. It showed that their achievement was better compared with pre – test result. From the reflection, it could be stated that cycle 1 provided improvement in speaking proficiency. Some of students were still confused. It should be created other activities and alternative tasks of PST to encourage students' attention and interest in learning English speaking.

6. Revising the Action

To solve the problem that appeared in cycle 1 which included: a) some students still make mistakes in pronouncing English words; b) students can not choose the right vocabulary; c) students still afraid, shy to performed forward in the class.

Teacher RW and the researcher improved the students' speaking proficiency and classroom activities during teaching learning process by applying PST. PST was a technique that could be use to improve students' speaking

proficiency. It could create a new atmosphere and increase students' interest, especially in speaking class. The differences classroom activities before and after applying PST:

Table 4.3 The Differences Classroom Activities Before and After Applying PST

Classroom activities before applying PST	Classroom activities after applying PST
<ul style="list-style-type: none"> • Students not interested with teacher's technique in speaking class • Students looked annoying; because they done exercise by individually • Students looked bored; the material not interested 	<ul style="list-style-type: none"> • Students looked interested with teacher's technique in speaking class • Students looked happy; because they done exercise by group • Students looked enjoy; the material interested

Teacher RW and I then, created PST which focused on practicing to improve students' speaking proficiency. I also created the shorter task that made students could work it better with their partner.

In PST, the students just make a story based on the pictures, and then they divided the story with their partner and speak up in front of the class. In the other hand, they would not be bored and enjoy the lesson. They were braver to perform because they performed with partner.

Table 4.4 Summary of Research Implementation of Cycle 2

Class used for AR	XI TMA
Problem Identified	The low students' speaking proficiency
Implementation	In two cycles
Cycle 2	2 meetings
Planning	Prepared materials, pictures, lesson plans, students' exercises, pre test, post test 1 and everything related to the actions.
Actions	Meeting IV : Spiderman Save The Day <ul style="list-style-type: none"> • I reviewing the last lesson in the previous meeting until all students perform forward in the class

	<ul style="list-style-type: none"> • I asked the students to read the next story titled Spiderman Save The Day still with their partner • I asked the students to make a summary and divided the story with their partner • The story based on the pictures which given by the teacher • I pointed two groups to speak in front of class with their partner and follows the other groups and wait the time was up
	<p>Meeting V :</p> <ul style="list-style-type: none"> • I reviewed the lesson • I gave them some pictures • I asked students to make sentences based on the pictures • I asked some groups who ready to perform forward in the class as their post – test II <p>Observation: Teacher RW and I observed the action of cycle II (Post – test II)</p> <ul style="list-style-type: none"> • Students are able to speak with correct pronunciation • Students are very pleased and exited in learning using PST • Students are more active and attractive in teaching learning process; e.g. they done the work seriously, they choose the right vocabularies, they can pronouncing in English better, they more brave to perform forward in the class • The class' situation become more life, interactive, conductive 83 % students gained the score above the passing grade (passing grade is 12)
Reflections	<p>The reflections are as follows:</p> <ul style="list-style-type: none"> • Students more active, brave, and confident in join the lesson • Students can make a storytelling with the correct sentences • The class more live, interactive, joyful
Findings as the whole	<p>The research finding after implemented the research in two cycles are as follows:</p> <ul style="list-style-type: none"> • The improvement of speaking proficiency • The improvement of students' awareness in speaking with the correct vocabularies, pronunciations, and grammar • The improvement of classroom situation after PST applied • The improvement students' achievement • The improve of students' behaviors toward English lesson

Cycle 2

1. Planning the Action

Cycle 2 was made because the result in cycle 1 the indicators of problem that did not improve yet. They included: (1) the students still incorrect in choose the vocabulary; (2) the students still lazy or passive to done the exercise,

about 3 groups. Considering the problems above, I decided to do action in cycle 2 during 2 meeting; on September, 11th and October, 23rd 2008.

Like usual, before I begin the teaching learning process I prepared the material, lesson plans, aids (pictures), exercise, and post – test 2. By preparing everything was needed at cycle 2, the action could be done well and the objectives stated on lesson plan could be achieved.

2. Implementing the Action

As stated in cycle 1, I used PST as an alternative technique in delivering material. I created and varied the learning activities using the same technique, such as I asked the students make the sentences based on pictured so they could explore their ideas.

Implementations in cycle 2 consisted of 4 parts, namely: warming up, presentation, practice, and productive. The first day in cycle 2, I review the last meeting and check the students' task. After I check their task, I teach them clearer. How to choose vocabularies, how to make a sentences, how to pronouncing the words, so they can speak up better in front of the class. And I hope, after the lesson, students could speak in English better.

a. Meeting First

1. Warming Up

The lesson started at 07.00 am. I walked in the class with Teacher RW. When I entered the class, students were in the class. I greet the students and then we pray together. Then I check the students' attendance. Today, I teach them only an hour because they would pray together in the mosque. I asked the students who did not understand work the task using PST, I asked in Indonesian "*Siapa yang belum jelas cara membuat cerita dengan tehnik PST?*" they answer: "*Udah jelas bu, kita cuma bingung aja mau bikin kalimatnya!*". I explained how to used PST briefly to made them more familiar.

2. Presentation

I started to teach the students using the previous pictures, I asked the students to divide the pictures with their partner. Then I asked the students to works their parts. Then they learned to read what they wrote but with the correct pronunciations. When they did not know how to pronounce of English words, they asked me or Teacher RW. Some of them understood what must they done in speaking.

3. Practice

Today I am not teach them used new story but I just check their task in previous meeting because I just have an hour lesson for them. I teach

them to speak more and perform in the class. Because just correct their task, they have a long time to asked anything for me, for examples about pronunciations, they share with me what must they choose in vocabularies. The class looked noisier but noisy for done exercise is good.

Today I feel happier because they wanted performed in the class, they more bravery, and they could say correct the pronunciation.

4. Production

After all group finish in done the task, I asked five groups to perform forward in the class as a sample in the class. I liked their performed, they looked more ready and their self – esteem more increase.

Today they could perform better, I think they ready if I gave them post-test 2. Before I closed the lesson, I announced them that the next meeting I would gave them exercise and I asked them to done it seriously.

b. Second Meeting

1. Warming Up

The lesson started at 07.00 am. I walked in the class with Teacher RW. I greet them then we pray together, in my pray I hope my handsome students can done the test. After it, I check their attendance list. As I told them before, I would give them an exercise as their test and their score

would enter in their daily score. Today I permission to Teacher RW that I will used up time about 120 minutes because today is their post-test II.

2. Presentation

I distributed students some pictures, a student get one paper of pictures then I asked students to look the pictures and gave them times to get ideas.

3. Practice

The students done the post – test well. They work seriously and the class not noisier. Sometime I stand up from my chair to check their task. When I came to their table, some of them asked me the right word from their word or sentences. And the other groups still have done it with their partner.

4. Production

After all group finish in done the task, I asked all groups to perform forward in the class. I liked their performed, they looked more ready and their self – esteem more increase.

They have the better score than before, their score increase and make their teacher happy and the other teacher too, because the class that I teach familiar that they were not serious students and also liked come late to the lesson.

3. Observing the Action

In cycle 2, I used PST as the technique, like in the cycle 1. I applied and implemented the action in the class used PST. Used PST, students' speaking proficiency became change. The indicator of problems could be solve, so their speaking proficiency improved. It showed that they were able to speak better. They braver to speak up in front of the class.

The result of learning was also better. The class situation when applied PST also life and fun. Used PST, students were more active and brave to join in speaking class. Students' attention was increase, they not sleepy, they not play hand phone, they not noisy, they not bored and they not done the other lesson's homework. Used PST, students found many experience in teaching learning process, students could remembered some new vocabularies, students could done the exercise in group and they feel easier in join speaking class. PST also explores their ideas.

I feel a good atmosphere created in the class during applying this technique. Students' participated more active. In post-test 2, 83.3% students passing grade, their score ranged from 12 to 15. The result increased from 55,6% at post-test 1 became 83.3% at post-test 2. It showed that students enjoy and enthusiasm in learning activity. In the end of lesson, they always asked me to teach them for long time, they feel happy and enjoy.

4. Reflective the Observation Result

I reflected the result of the second cycle with Teacher RW, based on the observation result which was gathered from field notes. The reflections were as follows: a) the class situation more life and fun; b) there were interaction between student – student and teacher – student; c) the students more active and enjoy the lesson; d) students' self – esteem increase, they not shy again when perform forward in the class; e) students' speaking proficiency improved. There were 83.3% from 36 students who improved their speaking proficiency. It show, more than a half of all students passing grade. So, PST was a good technique that could be applied in English lesson especially to improve students' speaking proficiency, even though their accent was not as good as native speaker.

The result of post-test 2 at cycle 2 was much better than post-test 1 at cycle 1. At post – test 1, there was 55.6% from 36 students; about 20 students reached the passing grade. At post – test 2, there was 83.3% from 36 students; about 30 students who reached the passing grade. From post – test 1 and post – test 2, we can saw that the students' score was increase.

5. Final Reflection

From the result in cycle 1 and cycle 2, it could be concluded that using PST could improve students' speaking proficiency at the eleventh grade students of SMK Bhinneka Karya Surakarta. The indicators of problems, both from

competence and class situation, could improve. More than 80% from 36 students reached passing grade. The result post – test 2 at cycle 2 showed much better compared with post – test 1 at cycle 1. Students more active, enjoy, fun, and brave in speaking class by using PST.

I and Teacher RW stop the cycle since all of the indicators of problems had improved. In the second meeting at cycle 2, the time was enough for all students to perform in the class. I very happy looked their enthusiasm to perform forward in the class.

B. Result Findings and Result Discussion

1. Result Findings

After analyzed the research result which were gathered from several sources of data which include: pre observation report, field notes, interviews, research diary, pictures, lesson plans, and the score of pre test, post – test 1 and post – test 2; I could answered the research question as stated in chapter 1. The research findings were as follows: the improvement students' speaking proficiency and the improvement of classroom situation in the English class, especially in speaking class when the technique was applied. Furthermore, I found the other findings were occurred during and after the research implementation by using PST. The findings were summarized at Table 4.6, as follows:

Table 4.5 Research Findings

Research Findings	Before AR	Cycle I			Cycle II	
		Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V
1. Students' speak proficiency	<ul style="list-style-type: none"> Students couldn't pronounce correctly Students made mistakes in choose vocabularies Students wrote incorrect English words (claimb: climb, thing: think) 	<ul style="list-style-type: none"> Some of them not do by individually but they imitated their friends because they lazy done by them self Some of them asked me about vocabularies that they did not knew in Indonesian. They feel bored with the method. 	<ul style="list-style-type: none"> The students still incorrect in choose the vocabulary. Their pronouncing become well. 	<ul style="list-style-type: none"> The students still incorrect in choose the vocabulary and pronounce the words. The students still lazy or passive to done the exercise. 	<ul style="list-style-type: none"> They can choose the right vocabularies to make the story They can pronounce the pronunciations well 	<ul style="list-style-type: none"> They can choose the right vocabularies to make the story Their pronounce become better and use the variety of words then they can speak English correctly.
	The achievement of speaking test (pre test) was low. Students gained score under the passing grade			The achievement of speaking test (post-test 1) was well. Students gained score above the passing grade. 55.56 % students who were able reach the passing grade.		The achievement of speaking test (post-test2) was better. Students gained score above the passing grade. 83.3% reach the passing grade
2. The improvement of classroom situation during teaching learning process by using PST	<ul style="list-style-type: none"> Students prepared the English material after I had asked them Many students permission to go to toilet, come late to the class. They also noisier, play hand phone, drawing, sleep on the table when teaching learning process run Students were not active, not brave, not 	<ul style="list-style-type: none"> The class still noisy because they not focus with the material 	<ul style="list-style-type: none"> They looked enjoy, fun and could cooperated with their partner Their self-confidence became arise Students focus with the material Students more active, confident 	<ul style="list-style-type: none"> There was new atmosphere In the class became noisier because they work the task in pairs. 	<ul style="list-style-type: none"> The class situation more life and fun There were interaction between student-student and teacher-student 	<ul style="list-style-type: none"> The class situation more life and fun There were interaction between student-student and teacher-student The students more active and enjoy the lesson Students' self-esteem increase, they not shy again when perform forward in the class Students' speaking

	confident, sleepy, bored during teaching learning process • Some students were lazy to do the exercise or task					proficiency improved
3. The researcher's behavior	• Teacher RW used the monotonous technique (read dialogues, read story individually) • Teacher RW just asked students to read and gave them any time to learn how to read the word.	• The researcher gives the students a task that they must do it individually • The researcher just give a story without any pictures on the story	• The researcher gives the students some pictures and they must make the story based on the pictures in pairs.	• The researcher found the other pictures (other story)	• The researcher found the other pictures (other story) so the students not feel bored	• The researcher found the other pictures (other story) so between teacher and students can learn more and students more active and interactive with their pairs
4. Students' behavior outside the class	• After ending the lesson, students went out the class although they have the next lesson after English. • Students not attention for the teacher • Students sleep on the table • Students sit down on out side of the class.	• After ending the lesson, students still went out the class although they have the next lesson after English. • Students not attention for the teacher • Students sleep on the table	• After ending the lesson, some of students sit down in and out the class • Students attention for the teacher • Students sleep on the table.	• After ending the lesson, some of students sit down in and out the class • Students attention for the teacher • Students feel enjoy	• After ending the lesson, students sit down in the class and discuss their work. • Students attention for the teacher • Students feel enjoy, happy and be strong (in the next lesson)	• After ending the lesson, students sit down in the class and discuss their work. • Students more attention for the teacher and give the teacher their sweet smile. • Students feel enjoy, happy and be strong (in the next lesson)

Based on the Table 4.6 above, it could be concluded that there were some findings found in the research, which included:

a. The improvement of students' speaking proficiency

PST improved students' speaking proficiency. The improvement showed that students were able to speak more up in English correctly. After

practicing using PST many times, they were able to pronounce the English words correctly. They also could choose the right vocabularies based on the picture. Now, they not bored to join in speaking class.

Before applying PST, some students forgot the vocabulary and did not know more vocabulary. After teaching learning process used PST, they become interested, and more carefully in speak with correct pronunciations and I could heard their voice more clearly. On post – test 1, there were 55.6% students from 36 students reach passing grade and on post – test 2, there were 83,3% reach passing grade, it increased 27.7% from post –test 1 to post – test 2. It showed a good achievement and improvement on speaking proficiency. The increased of students' score on cycle 1 to cycle 2 showed on Table 4.6

Table 4.6 The Increased of Students' Score on Cycle 1 to Cycle 2

Means of students' score	Observation (Pre-test)	Cycle 1 (post – test 1)	Cycle 1 (post – test 2)
a. Pronunciation	5.61	7.72	8.5
b. Grammar	5	7.17	8.44
c. Vocabulary	4.94	7.05	8.67
d. Total (P, G, V)	15.55	21.94	25.61
e. Average (P+G+V) : 3	5.18	7.31	8.54

b. The improvement of classroom situation

The classroom situation before applying PST looked not live, students did not interest with English lesson so when the time for English lesson was

came, they lazy to join the class. Some students did not enter the class, they eat in the canteen, the canteen was behind the school and they eat in the house of canteen so teachers did not know if their students still in the canteen. Some students who join in the class not prepared the English material, such as book, LKS, dictionary, etc. they always wait teacher's command to prepare their equipment in English lesson. Their attention for Teacher RW was low; they made noisy the class without done the exercise that give from Teacher RW. They looked bored, sleepy and some of them sleep on the table without look the teacher. Their participation in the class was not good.

The classroom situation after applying PST, students looked happy, fun, enjoy, and all of students join the English class. In third meeting a student said *"Kalo gurunya punya tehnik mengajar yang asik kaya gini, kita pasti betah belajar dan speaking kita pasti bagus!"* he said with their friend beside him. Without called their name first, they would try to perform in the class although they not shy to come forward. Then the other group said *"Nanti habis itu yang maju kita ya bu!"* I am very happy heard that they would performed. The classroom became noisy, but I like with this situation because they noisy to discussed with their partner. In the second cycle, students more active, in the fourth meeting I not give them new pictures, because I just have an hour lesson, I review the previous meeting and teach them more carefully. I gave them my storytelling based on the pictures. A student said *"Wach,*

jawaban ku meh podo karo nggone Bu Garnis” and the other students said *“Ho’oh nggon ku yo ngono kuwi, wis saiki aku luwih seneng nek pelajaranane ngene ki!”* They more understood what they must do. The students looked enthusiasms, happy, enjoy, sometimes they laugh when they found the differences answer with their partner then they think and found the best answer. The time was up, I closed the lesson and say good bye for my handsome students.

c. The improvement of teacher’s behavior

Teacher RW used the monotonous technique, she always presentation, give them a story and the students read it by individually, read a dialogue, made a storytelling with the topic that teacher’s asked. There were not various techniques or activity which could be explored their expression or their ideas. Used PST, teacher must creative, could prepared some pictures. With PST, the lesson became live because there were interactions between teacher – students and student – students. If the students difficulties to found their problems in the task, they could asked the teacher or their friends. Here, I feel that PST help me in teach them easier, they looked like with the lesson and I could join with them, I feel near with them and they not lazy to join the English class.

d. The improvement of students’ behavior outside the English class

After finish the lesson, before the class applying PST, the students immediately went out the class and a student said *“Golek hawa adem sek!”*,

but after applying PST, they still looked fresh, not bored, not tired and they could prepare the next lesson. And they always give me their beautiful smile. I wrote in my diary: “ *Betapa bahagianya aku bisa kembali mengajar mereka, dengan apa yang sudah aku lakukan, aku membuat mereka nyaman untuk belajar bahasa Inggris* ”. When I walked to the teacher’s office, a student followed me and he would went the toilet, he asked me and said “ *Kalo seandainya guru kami itu Bu Garnis beneran, kami akan selalu rajin belajar Bu, karna Bu Garnis bisa ikut bercanda dengan kami dan ternyata Bu Garnis itu lucu, gak seperti Bu RW, yang mengajar kami dengan hanya mengerjakan LKS, baca dialog dan lagi beliau tidak bisa bercanda dan jarang tersenyum sama kami, kami jadi males Bu belajar dengan beliau. Kalo seandainya di sini ada lowongan guru bahasa Inggris, daftar ja ya Bu, kami tunggu Bu Garnis kembali* ” then I say thank you, they like me as their teacher although for several time. I never forget them because, wherever I go, I met my students, they always called me.

Based on the data analyze above, PST improved students’ speaking proficiency at the eleventh grade of SMK Bhinneka Karya Surakarta.

2. Result Discussion

The last step of action research was discussion the research result. Based on the data obtained from the research findings, I construct the theories and then write selected theories. The theories are gained from the research data which are collected during conducting the study. Those theories can be presented as follows:

a. PST improves students' ability an speaking

PST was an effective technique to improve students' speaking proficiency. Through this technique, the problems could be solved. PST could motivate the students to learn English speaking easily. Through PST, students more confidence and became brave to speak more up without afraid to made mistakes. Students also could know their mistakes in pronunciations, choose the right vocabularies and grammar so they can remember well what they have done and could remember more vocabularies. The improvement showed that students changed and improved their speaking. Their score become increased and more than a half of students reach the passing grade and the target for speaking score was completed.

b. PST improves English situation

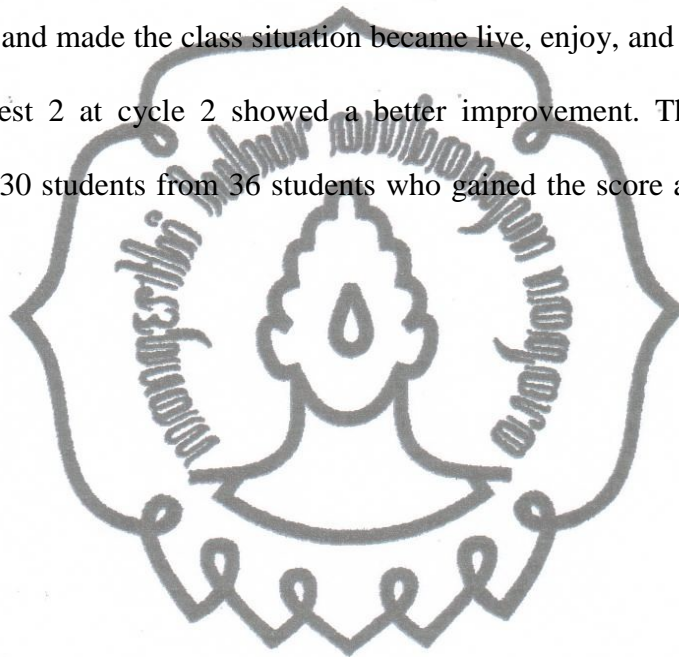
The result of the study showed that using PST as a teaching technique provide stimulator in building the students' motivation to speak English correctly. Their motivation was high; they became brave to speak up forward in the class. They also could explored their ideas and made the story became better. They more enthusiasm to join the English class and they more attention for the teacher and would done the task seriously. It showed that PST made them like English lesson and wants to join English lesson.

During used PST, the class situation looked different; I feel that there was a positive change. The score at pre – test, post – test 1 and post – test 2 were increased so it means that they more enjoy and active to join in the English class and want to done the task that given by teacher. They like to performed forward in the class, although the class became noisier for discuss but they could finish the task. The class became live, the interaction between teacher – students, student – students could done.

Teacher RW and I also reflected that based on the research findings, the application of PST provided the other findings that were not expected before. The application of the technique built a good condition in implementing the teaching learning process in the English class; students can explore their ideas, students could impulse the students' emotion in viewing the English lesson, in this case the English score, they learn because they need and desire to from their selves. PST

could influence the behavior of students and teacher. In short, PST was a good technique since it is motivated and stimulated student's correctness.

Teacher RW and I decided to bring to end the cycle at cycle 2 since the indicators of problem coming from classroom situation and competence had been overcome well and effectively, so PST could improved the students' speaking proficiency and made the class situation became live, enjoy, and active. The result of post – test 2 at cycle 2 showed a better improvement. There were 83.3% students or 30 students from 36 students who gained the score above the passing grade.



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

The chapter discusses about the conclusion of the research, the implication, implication, and the suggestion for the teacher, the students, the institutions of education, and for the other researchers. Each section is described as follows:

A. Conclusion

The research is about the application of PST to improve students' speaking proficiency. This research is conducted in two cycles. The findings of the research show the improvement of students' achievement on speaking and also the improvement of English class situation. In short, the research findings obtained from this study can be concluded as follows:

1. Competence viewpoint

The improvement of students' speaking proficiency:

- Students are able to speak up more
- Students are able to speak with the right pronunciations
- Students can understand what they must speak
- Students understand how to choose the right vocabularies

2. Class situation

- Students have prepared the English material before the researcher enters the class
- Students do the task seriously
- Students more active and brave during teaching learning process
- Students noisy when they discuss the task with their partner
- Students do the exercises and learn to speak well

Based on the point above, it can be concluded that the research result shows a positive improvement of speaking proficiency and the classroom situation when the technique is applied in the speaking English class. Before conducting action research, their pronunciations and choosing vocabularies are low. They can not speak well with the right pronunciation and also they make mistakes in choose the vocabularies. It causes their score or achievement is low. Before applying PST, the students who gained the score above the passing grade is 8.33 % or about 3 students from 36 students. After doing action research through PST, students' speaking proficiency improves. Students are able to speak up more, students are able to speak with the right pronunciations, students can understand what they must speak, and students understand how to choose the right vocabularies. They can make the storytelling based on the pictures; pictures are the media in PST. Learning and practicing use PST in many times, students are able to understand hoe to speak well. In short, the post – test was increase from

post – test 1 to post – test 2, the mean score for post – test 1 is 55.58 % or 20 students who gained the passing grade and for post – test 2 is 83.3 % or 30 students from 36 students, more than a half of students gained the passing grade.

The technique of PST also influences the classroom situation occurred in during reaching learning process. The process of teaching learning process more interactive, active, enjoy, live, and interesting. They not feel bored, sleepy, lazy, and tired. They become brave to speak in front of the class.

B. Implication

Based on the conclusion above, it can be implicated that the research shows a good findings that is very pleasing. PST can be developed and explored in the teaching learning process. PST is a good technique that is suitable conducted to the Vocational School since it is associated with various kinds of PST. PST helps the researcher and students in solving the problem on speaking. There are some benefits of using PST for students, which included:

1. PST can improve students' speaking proficiency in the teaching learning process. Students can extend their ideas in storytelling, when they extend their ideas they also learn how to pronounce it. By using PST, students know how to learn speak well. Begin from make the simple storytelling, they can know the right pronunciation, choose the right vocabulary. The aim of use alternative kind of PST is to maintain the students' interest and avoid the students' bored in English class.

2. PST provides the students many opportunities to practice the language. They can practice forward in the class in pairs, they can explore their ideas, and they also can memorize the new vocabularies. Using PST they can learn how to speak more up with the other people especially foreign people. PST just as their technique, from here they become brave to speak more.
3. PST improves students' self confidence in English class especially in speaking. They more active in teaching and learning process, they also do the task seriously to find the right vocabularies. When use PST, students like to join actively during teaching learning process, their self – confidence increases, they braver to speak up forward in the class, they can explore their ideas without afraid making mistakes.
4. PST improves the students' memory. Students never use this technique before, when they know PST they more interest to follows speaking class. When the begin make sentences, they must make it by their ideas. Each student can explore their ideas or suggestion in the story based on the pictures. With this activity, they can remember the new vocabularies. In short, they learn based on the picture and from the picture they can remember the vocabulary.
5. PST improves the students' motivation. They interest with the lesson that used PST as a technique. All of students follow the lesson from the

beginning until the end of the lesson, they enjoy and happy learn with PST. By having high motivation, the students study English excitedly and enthusiastically.

C. Suggestion

Having concluded the result of the research, the writer would like to propose some suggestions for teacher, students, and institution of education. The suggestions can be put forward as follows:

1. For teacher

For the sake of the improvement of students' speaking proficiency, English teacher are suggested to:

- Prepare the material
- Select the present material according the students' need and level
- Used the interested technique
- Do not show the bad face, the teacher should smile and sometimes join with students in the task
- Creative

2. For students

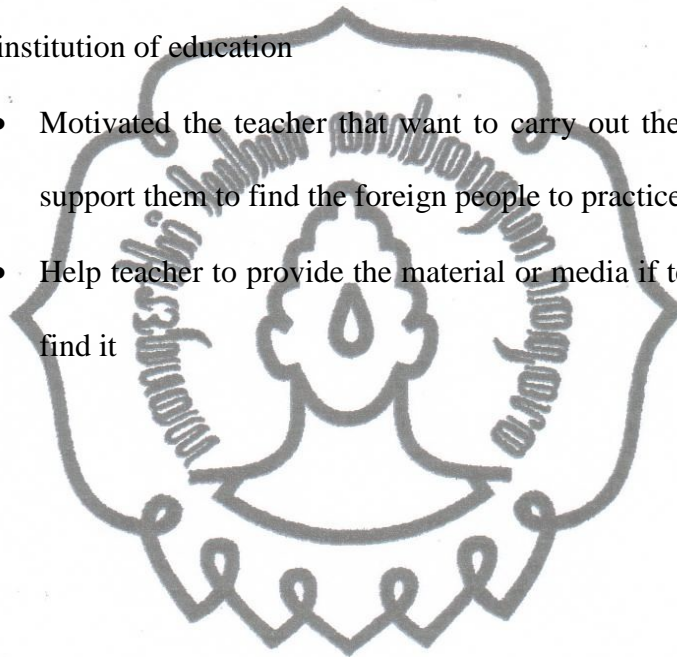
For the sake of the successful of speaking proficiency, students are suggested to:

- Seriously in join the English class

- More active do each task or exercise
- Use the time better, do not waste the time
- Always remember the vocabularies that they have learn before
- Do not be shy, ask a teacher or friend or other related expert when having difficulty

3. For institution of education

- Motivated the teacher that want to carry out the class in outside, support them to find the foreign people to practice their speaking
- Help teacher to provide the material or media if teacher difficult to find it



BIBLIOGRAPHY

Blumental, Joseph C. 1963. *The English Language*. New York: Harcourt, Blance and Word.